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ABSTRACT

This document details the progress made toward achieving the eight National Education Goals. The Goals 2000: Educate America Act marked its first year with school-improvement plans in 47 states and $85 million in the hands of state and local school districts. The publication contains: (1) a list of the National Education Goals; (2) a description of state and federal commitments in the new partnership; (3) a list of Goals 2000 subgrant awards; (4) a list of Goals 2000 state grant awards; (5) a description of strategies from eight states for advancing state and local reform efforts, promoting challenging academic standards, increasing community participation in education, giving educators access to educational tools, and encouraging flexible and responsible schools; (6) a map of participating states; and (7) answers to misconceptions about Goals 2000. (LMI)

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GOALS 2000
A Progress Report

SPRING 1995

ED 384 095

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GOALS 2000
A Progress Report

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THE NATIONAL EDUCATION GOALS

By the year 2000—

★ All children in America will start school ready to learn.

★ The high school graduation rate will increase to at least 90 percent.

★ All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

★ U.S. students will be first in the world in mathematics and science achievement.

★ Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

★ Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

★ The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

★ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Year One: 47 States and $85 Million

The GOALS 2000: Educate America Act marked its first year with school improvement plans in 47 states and $85.4 million already in the hands of state and local school districts. The federal government has, in effect, supported states and communities to

★ establish challenging academic standards in core subjects;

★ advance school improvement plans already underway;

★ promote greater parent involvement in learning;

★ design programs that meet the specific needs of students in their communities;

★ provide more effective professional development for teachers;

★ make computers and technology available in classrooms to better prepare students for college and the workplace; and

★ form partnerships at the local level with parents, educators, and business and community groups to meet the challenges of educating children for the next century.

GOALS 2000 STATE GRANT AWARDS

In the year since President Clinton signed the GOALS 2000: Educate America Act, 46 states, American Samoa, the District of Columbia, Guam, the Virgin Islands, the Mariana Islands, the Marshall Islands, Micronesia, Palau, and Puerto Rico have received GOALS 2000 grants, and applications are pending from Ohio and the Alaska Federation of Natives.

In order to receive initial GOALS 2000 funding, states are asked to submit a brief application describing how school improvement plans will be developed, how subgrants will be made to communities, and how plans to use technology to improve teaching and learning will be developed. The application deadline is June 30, 1995.

Each state's share of $91.5 million in Fiscal Year 1994 funds was calculated using a formula based on allocations under the Elementary and Secondary Education Act. The law requires that at least 60 percent of a state's first-year funds go to local education agencies and individual schools, with the percentage increasing to at least 90 percent in future years.

The funds are available through July 31, 1995.

GOALS 2000 Awards as of May 12, 1995

Alabama	$1,566,679	Kansas	846,349	North Carolina	2,010,873
Alaska	450,999	Kentucky	1,444,799	North Dakota	398,603
American Samoa	44,917	Louisiana	2,014,752	Oklahoma	1,129,049
Arizona	1,332,598	Maine	495,905	Oregon	1,024,176
Arkansas	970,400	Mariana Islands	25,000	Palau	25,000
California	10,262,973	Marshall Islands	25,000	Pennsylvania	3,973,405
Colorado	1,061,663	Maryland	1,416,545	Puerto Rico	2,324,848
Connecticut	940,237	Massachusetts	1,840,056	Rhode Island	433,762
Delaware	398,044	Michigan	3,536,319	South Carolina	1,246,896
Dist. of Columbia	467,311	Micronesia	73,729	South Dakota	418,828
Florida	3,926,111	Minnesota	1,357,251	Tennessee	1,640,414
Georgia	2,301,865	Mississippi	1,329,855	Texas	7,112,610
Guam	47,455	Missouri	1,653,888	Utah	694,408
Hawaii	409,227	Montana	449,712	Vermont	399,041
Idaho	448,714	Nebraska	556,027	Virgin Islands	92,677
Illinois	4,039,578	Nevada	402,336	Washington	1,546,287
Indiana	1,696,101	New Jersey	2,478,000	West Virginia	762,147
Iowa	948,371	New Mexico	726,202	Wisconsin	1,645,588
		New York	6,995,086		

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GOALS 2000:
Supporting State and Local Education Reform

Throughout the past decade, states and communities across the country have mounted efforts to improve education. Sparked by the release of **A Nation at Risk** in 1983, given further momentum by the Education Summit in 1989 between the nation's governors and President Bush and the establishment of National Education Goals, these efforts are beginning to pay off.

Student performance has improved in several areas. The overall math and science achievement of our nation's youths is at a 20 year high, according to the only nationally representative assessment of academic performance, the National Assessment of Educational Progress. In addition, the number of high school students taking core academic courses tripled since 1983. The dropout rate of 16- to 24-year-olds declined by 21 percent in the last decade.

Though significant, progress to date is insufficient—student achievement is still too low, the gap between the highest and lowest achievers is unacceptably large, and the pace of improvement is too slow. Every American child needs a quality education to realize his or her full potential, to build a foundation for lifelong learning, and to become a responsible citizen and productive employee. America's ability to address its challenges of economic competitiveness, crime, and welfare dependency ultimately depends upon the quality of public education and the knowledge and skills of all its citizens.

The Federal Role

Education is and must remain a local matter and a state responsibility. It must also be a national priority if efforts to improve education are to succeed. The federal government can serve as a partner, with a limited and carefully defined role, to support and strengthen local and state improvement efforts, not direct or control them. It can provide information and resources to encourage the spread of successful education practices as rapidly as possible. Together, the states, communities, and federal government can remove obstacles in the path of education, and open new opportunities for learning.

The GOALS 2000: Educate America Act, signed into law by President Bill Clinton on March 31, 1994, forges this new partnership. The Act enjoyed the backing of almost every major national parent, education, and business organization. Both houses of Congress passed this legislation by roughly a 3 to 1 vote, in each house with strong bipartisan support. This partnership role rests on the assumption that public education works best when parents, educators, taxpayers, and policymakers at the local and state levels decide how to make their schools better. It focuses on improving the education system for all students, rather than on supporting specific categories of students with identified "disadvantages." It reflects a commitment to raising academic expectations for all students, rather than maintaining the tyranny of low expectations for some.

GOALS 2000: A New Partnership

In striking this new partnership, states and the federal government make specific commitments.

The State's Commitment

★ Develop its own challenging academic standards for all students

At the heart of GOALS 2000 is the effort to raise academic standards. For parents and communities interested in raising the level of their children's achievement, challenging academic standards are a vehicle to embed these high expectations into their children's curriculum and schooling. Standards can make clear to students, parents, teachers, and the public what students are expected to know and be able to do by certain grade levels. Standards help ensure that students know what is required for success in higher education, in the workforce, and for participation in our democratic society.

Under GOALS 2000, academic standards *are set at the state and local levels*. They are not established or reviewed by any federal agency. States may draw upon the standards proposed by national organizations such as the National Council of Teachers of Mathematics or the Center for Civics Education to develop their own standards, but GOALS 2000 provides no requirements or incentives to do so. In addition, while some states may establish uniform standards to be applied statewide, others, with strong traditions of local control, will assist local school districts in establishing their own.

★ Develop its own comprehensive approach to reform

Helping all students reach more challenging academic standards will require significant changes in how schools and the entire education system operate. At the 1989 Education Summit with President Bush, every governor pledged to launch a comprehensive approach to education reform, and since then virtually every state has redoubled its improvement efforts. Under GOALS 2000, each state is asked to develop a *comprehensive* education reform plan that builds on its existing efforts.

While GOALS 2000 provides a broad framework for reform, the overall approach and the specifics of the plan are left up to the state and its local communities. GOALS 2000 supports approaches such as Vermont's Common Core of Learning, Oregon's Certificate of Initial Mastery, Massachusetts' charter schools approach, and specific improvement strategies such as public school choice, portfolio assessments, and deregulation of local schools.

★ Develop its standards and reforms with broad-based, grass-roots involvement

Educators, parents, employers, higher education, community groups, and local and state officials all have a stake in the success of public education, and must be part of the improvement process. GOALS 2000 encourages this increased involvement by asking states to create or use existing broad-based planning panels or advisory groups to help develop state-level education improvement plans. Similarly, local school districts are asked to involve a broad range of participants in developing and implementing local education reforms. Some efforts to promote increased involvement include regional forums, town meetings, teleconferences, and newsletters.

The Federal Commitment

★ Provide financial assistance to support state and local education reforms

The government provides seed money to support state and local reforms aimed at developing challenging standards for all students. Congress appropriated $105 million for Fiscal Year 1994, the first year of GOALS 2000, and $403 million for the second year. The second year funds will be available to participating states on July 1, 1995.* President Clinton has proposed increased funding for GOALS 2000 to $750 million for Fiscal Year 1996.

Though only a small part of the federal government's total contribution to elementary and secondary education, these funds make a difference. States distribute them to local school districts on a competitive basis to provide incentives for local improvement and grass-roots reform.

During the second year of participation, at least 90 percent of the funds must be distributed directly to local school districts. The funds will be used to develop and implement local approaches to education improvement or, in conjunction with institutions of higher education and other partners, to provide preservice training or continuing professional development for teachers.

Eighty-five percent of the funds that a local district receives must in turn be given to individual schools. Each school—not the state, central office, or federal government—is responsible for deciding how best to use these resources to improve schools and help students reach challenging standards. Funds can be used for a wide variety of activities that fit *locally defined approaches to education improvement.*

★ Provide flexibility

One important principle incorporated in GOALS 2000 is accountability for results in exchange for expanded flexibility in how to achieve them. Traditionally, federal laws and regulations have spelled out in detail what states, local school districts, and schools may or may not do. As a result, they have focused accountability on compliance more than on increased learning.

** Congress' 1995 rescission package includes GOALS 2000 funds.*

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For the first time in history, under GOALS 2000, the secretary of education has the authority to waive statutory and regulatory requirements of many *other* federal education programs, such as Title 1, the Safe and Drug Free Schools Act, or the Carl Perkins Vocational Education Program. Waivers are granted if the requirements of other programs interfere with the ability of a state, school district, or individual school to carry out its own approach to educating students to challenging standards. In order to be eligible, a state develops a statewide education reform plan. Once the plan is completed, every school district and school in the state—regardless of whether it receives funds under GOALS 2000—is eligible to request federal waivers, as long as the state has approved its local education improvement plan.

GOALS 2000 also includes the Ed-Flex Demonstration program, which extends this waiver authority even further. Under this program, the secretary delegates the new waiver authority to six states. In this way, the federal government can learn how to better support effective local reforms and responsible state leadership. In February 1995, Oregon was selected as the first Ed-Flex state. Its local school districts or schools that encounter federal obstacles to their improvement efforts can request waivers from state education officials in Salem, Oregon rather than from federal officials in Washington, D.C.

New Ways of Doing Business

Implementing GOALS 2000 has also brought about some significant changes in how the U.S. Department of Education is doing business. For example:

★ No new regulations are being issued

To preserve flexibility for states and localities included in the GOALS 2000 Act, the Education Department is not issuing regulations to specify how states must implement the law.

★ The application process is streamlined

In the past, applying for federal education funds required completing lengthy paperwork, answering numerous questions, and filling out scores of assurances. This process was reinvented for GOALS 2000. States need answer only four questions to receive first-year funds. On average, state funding awards have been granted in less than a month following submission of the application. Forty-six states, the District of Columbia, and Puerto Rico have applied for and received funds under this streamlined process. Ohio has applied and will receive funds shortly. ■

For those who ask "What can I do to improve our schools?" there is GOALS 2000, which offers new tools and opportunities to states and communities to improve teaching and learning, and achieve high standards in education. States and communities have responded to this offer, as demonstrated in the ***chart below*** *and the* ***examples on the following pages.***

GOALS 2000 State Subgrant Awards

STATE	INVOLVEMENT OF DISTRICTS	APPLICATIONS	FUNDING
Illinois	315 of 915 districts	160 submitted 61 awarded	$7.9 million requested $2.4 million awarded
Kansas	217 of 305 districts	75 submitted 37 awarded	$958,000 requested $488,000 awarded
Kentucky	a/ 52 of 176 districts	102 submitted 38 awarded	$2.0 million requested $817,000 awarded
Louisiana	59 of 66 districts	45 submitted 25 awarded	$2.2 million requested $1.1 million awarded
Massachusetts	b/ 185 of 350 districts	over 100 submitted 38 awarded	$5.2 million requested $1.1 million awarded
Michigan	552 of 624 districts	108 submitted 24 awarded	$11 million requested $2.1 million awarded
Oregon	c/ 132 of 218 districts	53 submitted 12 awarded	$2.3 million requested $575,000 awarded
Pennsylvania	302 of 501 districts	181 submitted 58 awarded	$13.3 million requested $2.2 million awarded

* Those who submitted at least one application, either independently or as part of a consortium.

** Includes single-district and consortia applications submitted for professional development, preservice teacher education, and local reform.

a/ In Kentucky, only those districts with a district improvement plan were eligible to apply for the subgrants. For this reason, the number of applications submitted may be lower than if every district had been eligible.

b/ In Massachusetts, the state believes that some districts that may have applied for funding decided to wait until the next round of applications when a larger pool of money is anticipated.

c/ In Oregon, the number of districts that applied and that are eligible reflects the new alignment of districts that is to occur on July 1, 1995.

NOTE: Districts could have submitted up to three different types of applications. Also, a district could be involved with a consortium of other districts in submitting an application.

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GOALS 2000 Helps States Take Action for Children

Throughout the country, states and communities are using GOALS 2000 funds to improve teaching and learning. The efforts of the eight states represented here are only a small sampling of the hard work being done nationwide to raise and meet challenging standards of learning for all students.

1. GOALS 2000 Advances State and Local Reform Efforts

From Maine to Hawaii, states are taking up the challenge to make education better for their students. Finally, after a decade of piecemeal efforts, we have a serious framework in place with GOALS 2000 to improve teaching and learning.

Richard Riley
U.S. Secretary of Education

Reform must begin with a plan—a map and vehicle for reaching national, state, or local education goals. GOALS 2000 funding—the national effort to rebuild schools around academic standards—is making a difference in the following states:

Oregon is using GOALS 2000 funds to review and update its overall school improvement efforts, which have been underway since the 1980s. The review will allow Oregon to identify areas that need to be adjusted and improved, thus strengthening and expanding its improvement plan. The review process also strengthens support for education improvement by involving a broad-based group of citizens. Further bolstering Oregon's efforts to enable students to achieve high academic standards, GOALS 2000 funds are being applied to help schools of education develop teacher training programs.

Louisiana saw an opportunity in GOALS 2000 funds and had a vision: it could pool its various state and local resources to strengthen its reform efforts. GOALS 2000 funds allowed Louisiana to review all of its school districts' existing reform activities. This review created collaboration, and education partnerships emerged.

Together, the South Louisiana Economic Council, Nicholls State University, seven local school districts, and a regional service center pooled their resources to develop and start up activities that improve the education of Louisiana's children.

Illinois supports 28 school improvement planning and 9 school improvement implementation subgrants with GOALS 2000 funds. New and experienced teachers are also benefiting from 24 subgrants to develop their skills and knowledge base.

Take Note: Local Illinois school districts requested more than three times the amount of GOALS 2000 funds available: 61 grants totalling $2.4 million were awarded from 160 proposals totalling $7.9 million.

Arlington Heights School District will better provide for the educational needs of its immigrant children with GOALS 2000 funds by speeding up the completion of an English as a Second Language assessment program and multilanguage instructional materials.

Michigan supports the development of 11 local district reform plans, 8 professional development projects, and 5 preservice teacher education programs with GOALS 2000 funds, which are added to state and local resources. Training focuses on: giving teachers tools to help students perform to challenging academic standards; and developing long-term strategies for engaging the total learning community in supporting challenging teaching and learning standards.

Take Note: Local Michigan school districts, like those in many other states, requested significantly more than the available funds: of 108 applications requesting $11 million for school improvement, 24 were funded with $2.1 million.

Pennsylvania requires all school districts to develop a strategic plan for local reform. These plans are being developed in three stages across the state. GOALS 2000 subgrants are used to move each individual district's reform efforts forward, wherever it is in the process. Professional development is a major thrust of the first-year subgrant efforts: teachers are receiving training from consultants in developing content and performance standards; and districts, which are sharing the results of their planning processes, are benefiting from each other's experience with and knowledge about reform.

2. GOALS 2000 Promotes Challenging Academic Standards

The most important task of government is to help our people raise their education and skill levels so they can make the most of their own lives. . . Our children deserve our best efforts to give them a shot at the American dream.

President Bill Clinton

Standards provide students, parents, community leaders, and employers with a clear representation of what students should know as they complete key points in their education. Challenging standards, which call for enriched course content and high-quality professional development for teachers, are the framework for improving students' academic performance, building a stronger, more competitive America.

Kansas' State Board of Education has developed content standards and assessment instruments in mathematics, reading, writing, communication, social studies, and science. GOALS 2000 funds will be used to assist local districts and individual schools in efforts to incorporate the new standards in curricular programs and classroom techniques.

Massachusetts is using a portion of its GOALS 2000 funds to give educators the extra resources needed to link adult education programs to K-12 education. Students will receive the benefit of the continuum of curriculum frameworks for preschool through adult education in math, science, technology, English, health, history, social studies, the arts, and world languages. The frameworks are being developed as a result of the Massachusetts Education Reform Act of 1993.

15,000 Massachusetts residents helped develop the education goals for public school children. These goals, known collectively as the Common Core of Learning, are the basis for the curriculum frameworks.

Michigan provides GOALS 2000 subgrants to local schools to adopt challenging core curricula and standards in math, science, history, geography, economics, and American government, a requirement of the state's school reform legislation. **Michigan's citizens** actively contribute to meeting this challenge.

Oregon's GOALS 2000 funds are supporting Oregon's efforts to make its academic standards a reality for student learning. Each subgrant under GOALS 2000 is being used to implement district plans for helping all students reach high academic standards.

For example, Portland is using its subgrant to raise standards and improve instruction in science and math at Jefferson High School and its two feeder middle schools. Teachers from all three schools are being trained and are working together to

- ★ raise academic standards;
- ★ compare those standards with the new performance-based entrance requirements of the state university system;
- ★ develop instructional strategies to teach the high standards; and
- ★ identify assessments to measure student performance in relation to the high standards.

Their plan includes turning Jefferson High School into a magnet school for the city that focuses on science and math, particularly biotechnology. Oregon Health Sciences University is helping the school to tie biotechnology into its program, and Portland State University is integrating the new standards and assessments into its preservice education program.

Requiring public schools and teacher preparation institutions to be accountable for helping students reach challenging academic standards is a major emphasis of **Pennsylvania's** school reform. Pennsylvania provides local districts and schools with GOALS 2000 funds to develop and implement reform plans based on academic standards.

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3. GOALS 2000 Increases Community Participation in Education

States have chosen to participate in GOALS 2000 by investing in teams of parents, teachers, and local and state leaders to improve teaching and learning, safety and discipline, and parent involvement in their schools.

Terrell Bell, U.S. Secretary of Education, 1981-84

Community participation in schools is a vital part of local reform efforts. The following actions show what can be done to reach sustainable improvements for children with community support and GOALS 2000 funds.

In **Kentucky**

Harrison County strengthens parents' involvement in their children's education through homework hotlines; contracts for educational activities among parents, children, and schools; improved student performance reports to parents; and parent participation in classroom scheduling decisions. All of these improvements are made possible with GOALS 2000 funds.

Hardin County uses GOALS 2000 resources for cable television and video programs to reach parents for whom the school would otherwise remain inaccessible due to conflicting work schedules. This technology also makes it easy to spread school district news throughout the community.

Franklin County Public Schools use GOALS 2000 money to train teachers to recruit parents as classroom instructional volunteers.

Lewis County awards schools GOALS 2000 grants for developing school-to-home liaison programs, so that parents can be more involved in their children's education.

Louisiana informed its school districts about GOALS 2000 activities and opportunities for subgrant awards via satellite coverage of a live town hall meeting. The state also recently held a GOALS 2000 conference where invited teams from each district exchanged ideas and information on improvement programs and innovative teaching methods.

Massachusetts uses GOALS 2000 money to inform the public about local school improvement efforts through notices in high visibility places—from public transit stations to brochures in supermarkets and stores.

Result: 600 parents attended the fall 1994 education reform conference "What's Going On In Massachusetts Schools?"

Michigan's GOALS 2000 money enables the small isolated communities of the Traverse Bay Area Intermediate School District to design a school improvement program specifically for its 15 local districts.

For example, the combined resources make it possible to engage members of local communities in learning about the need for higher standards: that, in the short term, they connect local students with national and international performance standards; and that, in the long term, they prepare the students to live and work in a global economy.

As part of its improvement efforts, Michigan benchmarks performance in math, science, and reading in the fourth, seventh, and tenth grades. The results of the benchmarking help teachers know what to focus on in preparing students to perform to higher standards. The assessments also serve as a means to make school accreditation determinations.

Oregon uses school-site councils comprising parents, citizens, and school staff to help ensure that GOALS 2000 funds meet the most pressing local priorities.

Pennsylvania is improving its schools through partnerships it funds with GOALS 2000 money. For example:

Cambria County's Ferndale Area, Meyersdale, and Windber School Districts formed a consortium for local reform and professional development. One focus of professional development is on using technology to create electronic student portfolios—computerized compilations of student work. Teachers will gain an understanding about performance tasks, student portfolios, and how to use them. GOALS 2000 resources will be used to purchase materials, and to provide training to teachers in assessments and performance standards.

Johnstown and **Forrest Hills School Districts** and Johnstown Area Vocational Technical School partnered with the University of Pittsburgh, Johns Hopkins University, and Concurrent Technologies Corporation to accomplish four goals: develop a long-term strategic reform plan; train local school strategic planning groups—comprising educators and business and community members—to implement the plan; provide inservice training to teachers about the plan; and develop content and performance standards. The Area Vocational School is also working with school districts to develop a distance learning program about the school-to-work transition plan.

The Pennsylvania Department of Education is using GOALS 2000 funds to continue work with a consortium of states, including Connecticut, Florida, Georgia, Kentucky, New York, Ohio, Rhode Island, and Texas to produce performance-based assessments for licensing teachers in mathematics, language arts, and elementary education.

4. GOALS 2000 Gives Educators Access to Professional Tools

We have been searching long and hard for how the national interest in having students reach higher achievement levels can be pursued in a way that is both forward looking and respectful of the American tradition in education: local control, state responsibility, and federal help. GOALS 2000 is that vehicle.

Albert Shanker, President, American Federation of Teachers

To help educate children, America's educators must have access to programs of continuous development in their profession and skills. GOALS 2000 funds preservice teacher education and professional development, and strategies for recruiting and retaining a highly talented workforce.

Kentucky's preservice teachers get hands-on experience in best practices for high achievement at eight teacher-training clinics established with GOALS 2000 money at selected schools.

Massachusetts' teachers are benefitting from GOALS 2000 money to strengthen their content knowledge and teaching skills in core subjects, in particular mathematics and science:

Fitchburg, Leominster, and Lunenburg Public Schools and **Fitchburg State College's Professional Development Center** collaborate, with GOALS 2000 resources, to develop interdisciplinary math and science teaching techniques.

New Bedford schools will join with MIT's Institute of Learning and Teaching to develop teacher preparation materials and processes for teams of K-12 mathematics and science teachers. School administrators will be part of this GOALS 2000-supported training effort.

Michigan is providing preservice training and staff development with its GOALS 2000 money at several locations:

Bangor Township schools, having developed a preservice training model with faculty at Saginaw Valley State University, can now give new teachers first-hand experience in educating both general and special populations of students.

The Eastern Upper Peninsula Independent School District's preservice teachers in 13 districts are being educated in math, science, and general content areas to help rural students reach high standards. With help from May Mills Community College, Lake Superior University, and GOALS 2000 funds, this school system receives support services traditionally difficult to come by in rural schools: state-of-the-art training and support that advances the constructivist approach to learning math and science. In particular, teachers and students are being trained to use technology to do hands-on science.

Jackson Public School students will increase their learning in math and writing thanks to the preservice training their new teachers will have received with GOALS 2000 money. To develop training in accordance with the statewide goals in the two content areas, the schools collaborated with Spring Arbor College, Consumers Power Company, and Jackson Area Manufacturers Association.

The Saginaw School System and Midland County School District collaborate to pair new teachers with experienced mentors—teachers, business leaders, and professors—to ensure effective instruction in standards-based core curricula.

In **Battle Creek Public Schools** "lead teachers" in math and science work as mentors, subject matter experts, trainers of trainers, and liaisons for best practices in the 14-member school districts served by the Battle Creek Area Mathematics and Science Center.

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(States Take Action, from page 5)

Oregon awarded 12 GOALS 2000 subgrants to support comprehensive local reform, particularly focusing on educators.

5. GOALS 2000 Encourages Flexible and Responsive Schools

I think GOALS 2000 is an example of the federal government giving the states more authority to be creative, to be innovative.

Senator Mark O. Hatfield, Oregon

Many states and communities are testing significant alternatives to existing educational structures as a way to stimulate higher levels of student achievement. The Charter School Movement is one example of such alternative approaches to organizing a school program. Charter schools are given more flexibility from state and local rules in how they organize and operate instructional programs in return for greater accountability for the learning performance of students.

Massachusetts used some of its GOALS 2000 funds to help 14 new charter schools develop instructional programs for high achievement.

Pennsylvania's GOALS 2000 money supports the Philadelphia School District in developing community school clusters. This innovative structure allows schools the freedom to consider longer school days for children and extended times for delivering school services to local families.

6. GOALS 2000 Improves the Conditions for Learning

GOALS 2000 provides the impetus for restructuring Louisiana's public schools in ways that better meet the needs of our students. Within the broad parameters of common statewide goals and standards, local communities will be given the flexibility and necessary support to address the issues that are unique to their school districts.

Ian Arnoff, CEO and president of the First Commerce Bank of New Orleans

GOALS 2000 support helps schools examine the conditions under which children are expected to learn. Three in particular need immediate attention in the current global and American context: students' opportunity to use modern technology for acquiring and exchanging information and producing new knowledge; students' opportunity to persist in school; and students' opportunity to learn to resolve conflicts and avoid violence. GOALS 2000 funds efforts that improve these necessary conditions for learning which, while they are widely different, often coexist in the same school or district.

With its GOALS 2000 money, **Kentucky** organizes broadly-based constituent groups along with principals, district and school technology coordinators, and curriculum specialists— particularly in math and science—to design activities under its Master Plan for Education Technology. These constituent groups provide input about technology, public service rate regulation and rate structures, and information-sharing policy. Working with a statutory group, the Information Resources Management Commission, which is charged with strategic planning and all technology policy development in the state, Kentucky is building a network of information. This statewide network is being driven by the needs of education reform at the school level.

Massachusetts is using $100,000 of its GOALS funds for grants to school districts to develop educational programs for chronically disruptive students and school dropouts. These initiatives are being developed in collaboration with other social service agencies, business groups, and law enforcement programs. Massachusetts intends to follow up these plans with state money earmarked for reform awards to help implement new alternative educational designs.

Salem Public Schools are using GOALS 2000 funds to combat growing problems with student violence. They work with the Lesson One Foundation to train teachers to build violence prevention skills into classroom activities.

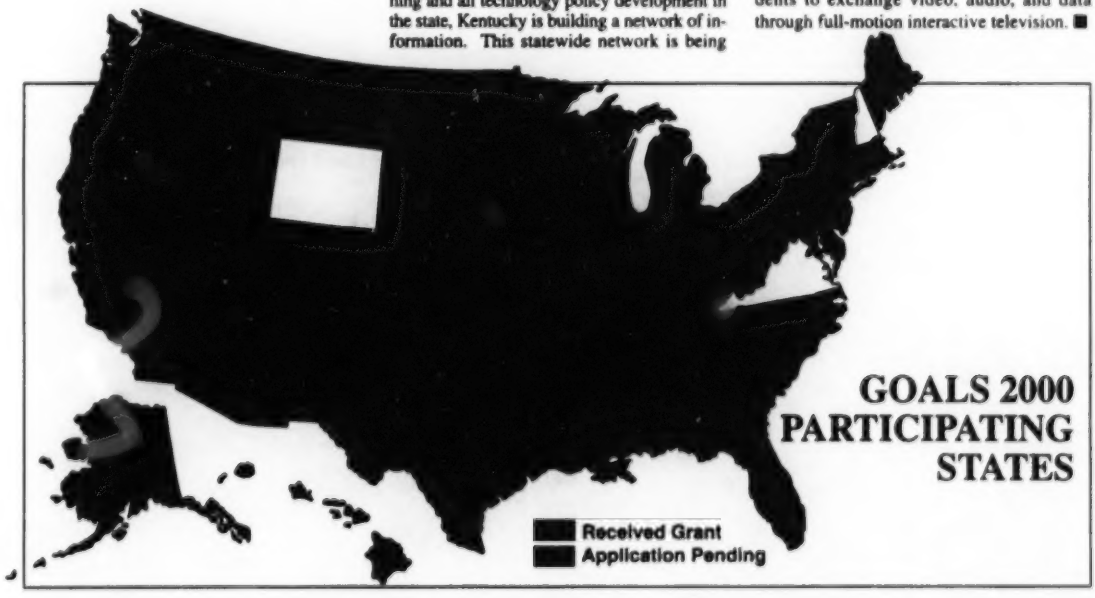
In Michigan

Ann Arbor Public Schools use GOALS 2000 awards to improve instructional programs for economically disadvantaged students by using technology to reform the mathematics and science curriculum. The funds also support job mentoring connected to students' studies and teacher training in the knowledge and skills of technology usage.

The Michigan Department of Education uses GOALS funds to help create safe schools for students and to help teachers deal more effectively with school violence. It has awarded GOALS funds to the Muskegon Public Schools to develop a school-community task force to design an action plan, Youth Violence Prevention Program, to reduce youth violence in schools. These funds support training for teachers, parents, and students in conflict resolution skills. Activities designed by the project are being implemented in Muskegon schools during the 1995-96 school year.

Pennsylvania's GOALS 2000 funds allow schools to share information and build workplace skills through technology, and to ensure persistence and safety.

Austin Area School District is helping two Potter County school districts connect with other schools via fiber optic cable systems. The networking allows teachers and students to exchange video, audio, and data through full-motion interactive television. ■



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Misconceptions About the GOALS 2000: Educate America Act

The passage of the GOALS 2000: Educate America Act in March of 1994, heralded a new role for the federal government in its support for education. No longer would the federal role focus only on narrow categorical programs. Now, it would also promote a comprehensive approach to help all students succeed academically. This new focus on achievement grew out of a bipartisan recognition that too many U.S. students were not achieving at the levels necessary for them to succeed in the modern economy.

As the federal government carries out this new role of flexible support for state and local school improvement efforts, some misconceptions have arisen about GOALS 2000. The following outlines those misconceptions, and addresses the concerns that have been raised.

Concern:

GOALS 2000 will lead to a federal government takeover of local education.

Reality:

Section 318 of the GOALS 2000: Educate America Act makes it absolutely clear that there are no mandates, and there will be no federal takeover: "Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act." Section 319 of the Act again clarifies that Congress "reaffirms that the responsibility for control of education is reserved to the states and local school systems."

The primary goal of the GOALS 2000: Educate America Act is to encourage local community-based actions that meet pressing educational needs, help more students achieve to higher standards, increase parental participation, and improve teaching. GOALS 2000 provides federal support for local and state reforms. The Act provides great flexibility in how states and communities develop and implement their reform plans. One of the key assurances a state must give when applying for GOALS 2000 funds is that the state will seek broad public participation in the GOALS 2000 planning process.

There are specific statements throughout the GOALS 2000 Act that nothing in the Act will reduce, modify, or undercut state and local responsibility for control of education. In addition, participation in GOALS 2000 is completely voluntary.

Concern:

Our schools will henceforth be pushed toward a philosophy known as Outcome-Based Education (OBE).

Reality:

The legislation doesn't promote any particular education philosophy or approach; that is a local decision. GOALS 2000 focuses on upgrading *academic* achievement and preparing students for the world of work. Each state, school district, and school determines what content it wants students to learn, and whether that content should focus strictly on core academic and basic skills or should also include other areas. The federal government will not be involved in those kinds of local decisions.

Concern:

GOALS 2000 creates the National Education Standards and Improvement Council (NESIC), which will act as a "national school board" and control what is taught in the classroom.

Reality:

NESIC was initially recommended in 1992 by a bipartisan group, authorized by Congress and appointed by Secretary Lamar Alexander, and cochaired by Governor Carroll Campbell (R-SC) and Governor Roy Romer (D-CO). The council included, among others, Representative Goodling, Senator Hatch, Lynne Cheney, and Chester Finn.

The purpose of the council was to provide an independent review of the quality of model national and state academic standards being developed by professional organizations in each discipline. These standards would be submitted voluntarily. There was no requirement that a state receive certification as a condition of participating in any federal education program, such as Chapter 1, Drug-Free Schools, vocational education, or GOALS 2000. NESIC also would not review a state's school improvement plan developed under GOALS 2000.

NESIC was to be comprised of 19 members, including educators, employers, and state and local officials, appointed by the president from nominations made by the National Education Goals Panel (comprised of governors, state legislators, Congress, and the administration), the House and Senate leadership, and the secretary of education.

Despite the carefully delineated authority provided to NESIC under the GOALS 2000 Act, many people are concerned about any national certification of standards. Upon recommendation by the National Education Goals Panel on January 28, 1995, the secretary of education has asked the president not to appoint NESIC. Discussions regarding other options for helping states develop the highest quality academic standards for children have begun on Capitol Hill and with state officials. Four bills have been introduced in Congress to eliminate NESIC. Congress will be debating these proposals later this year.

Concern:

GOALS 2000 requires the use of the national history standards recently released.

Reality:

Under GOALS 2000, states and school districts determine their own academic standards that outline what they want their children to learn. If they choose, states and communities can use voluntary national standards developed by professional organizations as models to design their own challenging standards. Several states are adopting parts of the model national standards while others are developing their own standards. National standards are voluntary. No funds are tied to the use of these standards, or of any subset of these standards. No law or regulation requires their use in any way.

Although the release of the history standards has evoked a great deal of controversy, efforts to develop voluntary national standards in other content areas, coordinated by such groups as the National Council of Teachers of Mathematics, the Center for Civic Education, and the National Geographic Society, have been well received. Drafts of these standards have been reviewed by hundreds of teachers and other concerned citizens. The standards represent what teachers and scholars believe students should know in subject areas such as math, geography, civics, and the arts by certain points in their education. The much acclaimed math standards, released in 1989, are being used in classrooms across the nation.

Concern:

GOALS 2000 will encourage the proliferation of school-based health clinics, and move schools away from the fundamental duty of education and into the provision of reproductive services.

Reality:

The focus of the GOALS 2000: Educate America Act is improving student achievement, greater parental participation, discipline and safety in our schools, better teaching, higher high school graduation rates, and greater rates of adult literacy. GOALS 2000 does not change the fact that decisions regarding school-based health clinics and the distribution of contraceptives remain a state and local responsibility. In addition, section 1018 of the Act requires that states and local communities that choose to use federal funds for health programs develop procedures to encourage family participation in such programs.

Concern:

GOALS 2000 is another burdensome federal program with a multitude of rules and regulations.

Reality:

GOALS 2000 is a "responsible block grant." It sets broad objectives and goals, but allows the states to determine the means to reach them. The Department of Education has not, and will not, issue any regulations for GOALS 2000. The Department of Education has designed a streamlined application procedure for states that cuts paperwork considerably. The initial application for states to request GOALS 2000 money is only 4 pages long, asks only for information required by law to award funds, and eliminates numerous forms.

Concern:

GOALS 2000 does not promote innovative approaches to school reform.

(continued on page 8)

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*(**Misconceptions**, from page 7)*

Reality:

GOALS 2000 encourages the creation of new innovative partnerships, and provides historic flexibility and waiver authority. For example, Massachusetts is using its GOALS 2000 funds to support the creation of 14 charter schools.

Concern:

GOALS 2000 promotes opportunity-to-learn standards that focus on inputs rather than on standards for student achievement.

Reality:

GOALS 2000 reflects an unwavering commitment to results. Developing and implementing challenging standards for what students should know and be able to do in key subject areas, and effectively measuring student performance against these standards, are cornerstones of the bill. States and school districts—not the federal government—will define and monitor these standards. The federal government will not be involved in monitoring individual schools or teachers.

The Act also provides for establishing opportunity-to-learn standards or strategies, which are very carefully defined to reflect the essential areas related directly to teaching and learning: quality and availability of curriculum, instructional materials, and technologies; the capacity of teachers to provide quality instruction in each content area; and the access of teachers and administrators to professional development. The opportunity-to-learn standards or strategies are intended to serve as a guide, and their implementation is voluntary.

Concern:

The GOALS 2000 Act is the result of the liberal education establishment's wish list.

Reality:

GOALS 2000 passed the Congress with strong bipartisan support, and has been endorsed by national business organizations, including the U.S. Chamber of Commerce, the National Alliance of Business, the Business Roundtable, and the National Association of Manufacturers. The GOALS 2000 Act supports an education reform agenda that was spearheaded by governors of both parties. It is a balanced bill, one that provides national leadership and some federal funds to support grassroots, bottom-up reform.

Concern:

Congress and the federal bureaucracy do not support the following basic elements of good education:

- character development based on honesty, integrity, selflessness, compassion, and self-discipline;
- curricula focusing on the basics, including math, science, literature, linguistic skills, music, art, and history; and
- parents as the children's first teacher, with schools as a supportive partner.

Reality:

Academic achievement, responsible citizenship, and parental involvement are essential features of the GOALS 2000 Act. There is a strong consensus that citizenship, knowledge of core academic subject matter, and parent-teacher cooperation are critical if this country is going to reach the National Education Goals. For example the third goal states: "By the year 2000, all students will leave grades 4, 8, and 12 having *demonstrated competency* in challenging subject matter, including English, math, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for *responsible citizenship*, further learning, and productive employment in our Nation's modern economy."

This goal represents a vision for this country. It is our hope that all interested Americans—Democrats, Republicans, parents, teachers, business leaders—will work together to see that it becomes a reality by the year 2000. ■

For more information about GOALS 2000 call 202-401-0039.

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